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ABSTRACT

This checklist was developed to determine the skills of day care home mothers before and after training as observed by a day care home educator. Areas evaluated are: Professional Attitude; Parent Relationships; Nutrition; Health and Safety; Baby Care; Preparing the Teaching Environment; Guidance; Teaching Techniques, Language and Literature; Art; Music; Large Muscle Play; Science; and Other Program Activities. (AG)

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EVALUATING HOME DAY CARE MOTHERS' WORK WITH YOUNG CHILDREN

The following guide was originally developed by the Family Life Staff of Seattle Community College, revised by Neighborhood House Child Care Services for use in day care homes and further regined by the 4C's Advisory Committee to the Home Day Care Training Project. It is to be used as a means of determining skills of day care home mothers before and after training as observed by a day care home educator. The trainees will also do a self-evaluation. The original observations will serve as data for the teaching faculty in planning training curriculum and final comparisons can serve to revise subsequent training.

4C's Advisory Committee to
Home Day Care Training

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Key for rating: D = Does N = Does Not X = Not observed or Not applicable	D	N	X
PROFESSIONAL ATTITUDE			
Sees her role as that of a teacher and substitute mother, rather than as a babysitter			
Accepts different cultural and ethnic backgrounds with no reservations			
Is accepting of differences in children's temperaments and interests			
Protects children in care from unduly confusing or stressful circumstances, such as family or neighborhood arguments			
Treats own children and day care children in an impartial manner			
Provides alert supervision at all times; knows where each child is and what he is doing			
Wears clothing which permits free movement and allows her to participate in children's activities			
Saves visits with neighbors by phone or over coffee until naptime or after children are gone			
Limits involvement of neighbor children in the day care home			
Limits to 10 the number of children in home before or after school for less than 3 hours, according to licensing regulations			
Discusses a child only with his parents or a consultant (with parent's permission)			
Attends workshops, classes, and Day Care Mothers' meetings on early childhood education			
Can identify and use community resources for health, emotional, recreational, etc., referrals and consultation when needed			
Evaluates her methods and materials			
Is open to new ideas on needs of children and parents			
Records accidents or illnesses and reports same to parents on the day the events occur			
Keeps attendance records accurately and daily			

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Keeps a record of fee payment for each child			
Keeps enrollment cards and medical records up to date and easily accessible			
Refrains from using TV as babysitter or as entertainment for self during children's waking hours			
Provides instructions for all substitutes or mother's helpers on good child care, emergency procedures, etc.			

PARENT RELATIONSHIPS

Is friendly to parents, yet keeps the relationship on a business-like basis			
Listens to parents and respects their viewpoint			
Is awake and ready to greet parents when they arrive			
Encourages parents to bring child to the door each day			
Encourages parents to bring child to home each day			
Discourages vacation care of preschoolers by elementary-age children			
Encourages parents to bring proper clothing for outdoor play and comfortable indoor play clothes			
Recognizes that parents have a difficult time separating from their children and is understanding if they seem to be over-protective			
Talks with parents, emphasizing the child's strengths and day's accomplishments			
Makes every effort to retain and strengthen a child's ties to his own family by respecting the parents' expressed wishes for the child			
Prepares child for arrival of parents with face and hand washing and collection of his personal things, including art work			
Clarifies, at first visit with parent, her expectations in regards to fees, hours, illness, overtime care, clothing, termination, vacation pay, transportation, trial period, emergency care, programming for children, and orientation visits			
Consistently follows through on these expectations with the parent			

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NUTRITION			
Provides a well-balanced meal at noon and nourishing midmorning and midafternoon snacks			
Serves small portions and allows older children to serve themselves			
Considers dessert an integral part of the meal and not a reward for finishing other foods or for good behavior			
Includes children in preparation of foods, such as cleaning and paring vegetables, stirring biscuits and adding raisins, beating pudding with an egg beater, dissolving jello, spreading peanut butter.			
Encourages children to help in snack preparation and at mealtime by counting napkins, passing out food, setting the table and clearing the table			
Uses foods at snack and mealtime to encourage children to experiment with texture, size, shape, taste, likenesses and differences			
Uses snack and mealtime to encourage conversation among individual children			
HEALTH AND SAFETY			
Is sensitive to differences in a child's daily appearances or behavior; paleness, drowsiness, extra activity, and responds to child's needs			
Inspects each child as he enters the home for signs of contagious illness and does not admit children who are ill			
Keeps yard free of health and safety hazards, such as glass, nails, garbage, and broken toys or equipment			
Stores household detergents, solvents, medicines and poisons out of children's reach			
Is thoroughly familiar with procedures for handling illnesses and emergencies			
Has basic first aid kit on hand			
Teaches children to brush their teeth after lunch and supervises the brushing			
Teaches children to wash after toileting and before eating			

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Covers mouth when sneezing and coughing and teaches children to do the same			
Assists with obtaining immunizations and shots which the child needs through parents and referrals			
Has a current emergency procedure for each child, including doctor's name and phone, parents' current work phone, and consent for emergency treatment form		•	
Posts, for any substitute, emergency procedures or special health needs of child			

BABY CARE *

Keeps babies under 18-20 months in their own separate place for eating, sleeping, playing, a space that is bright and gay with color			
Likes taking care of babies; smiles often and talks to the babies (even babies too young to "understand" words) while they dress and feed them			
Keeps babies clean and dry			
Speaks in a gentle voice, is cheerful and gives lots of praise			
Provides cribs, high chairs, play pens, toys that are clean and attractive in an uncrowded space			
Provides colorful things to look at and reach for and play with, things to handle, bang, chew on, things that make sounds, things to climb on safely			
Shifts babies frequently to new positions, new outlooks, new toys, but also leaves them alone sometimes in cribs and playpens for "moments of peace" and privacy			
Washes hands carefully after diapering, dressing, feeding each baby			
Is careful that bottles, cups, spoons, toys, etc. are not mixed up among the babies			
Provides a place for airing and play out-of-doors, safe from hazards of traffic, animals, and older children			

*Adapted from "What Parents Should Look For" by Mary Elizabeth Keister, Institute for Child and Family Development, University of North Carolina, Greensboro, North Carolina. 1970.

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Shows helpfulness to children learning to feed themselves or ready for toilet training and avoids unnecessary conflict with those who may not yet be ready for such training			
Follows licensing restrictions in caring for no more than two pre-twos			
Gives toddlers "practice" feeding themselves, drinking from a cup			
Plays with, cuddles, holds babies for bottle feeding			

PREPARING THE TEACHING ENVIRONMENT

Shows evidence of pre-planning for each day to provide a balance of quiet and active play			
Has a daily routine which children can depend on to be consistent (example: table games or free play, snack, planned activity, toileting, outside paly, lunch, toothbrushing, nap, snack, planned activity, outside play)			
Places or rearranges equipment to aid children in carrying out their interests			
Provides opportunities for self help such as low shelves, simple snacks, and toys and materials where children can get them and put them away.			
Keeps shelves and other storage areas neat and well organized			
Allows children to choose and use available equipment and materials			
Keeps all available equipment in good repair			
Pleasantly encourages children to help in clean-up after each activity			
Provides an interesting variety of materials and equipment geared to the needs of the children she serves			

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GUIDANCE			
Gives a child a choice only when there is a choice and then abides by the child's decision			
Uses positive suggestions for redirecting behavior rather than negative commands, such as "Keep your feet on the floor" rather than "Don't stand on the table."			
Is able to set and maintain clear limits for expected behavior			
Is consistent in follow-through when limits are transgressed			
Handles child's misbehavior when it occurs and does not expect parents to do the disciplining when they arrive			
Maintains self-control when handling difficult behavior			
Avoids using physical punishment			
Avoids using promises and threats to control behavior			
Avoids nagging or shaming a child			
TEACHING TECHNIQUES			
Kneels down or sits in small chairs to be at child's eye level			
Listens and responds to each child as an individual, using his name when she speaks to him			
Uses sincere praise and expressions of approval, specifically commenting, not "That is nice" but "That is a nice house."			
Can be satisfied with small improvements			
Helps a child solve problems at the level of his ability to do so			
Appreciates independence in children; allows them to dress themselves, get out own materials and equipment			
Is aware of total group even while she is working with one child			

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Is able to keep the tone of the room spontaneous and busy, but not disorderly or confused			
Prepares children for a change in routines or activities by informing them in advance and allowing time to respond			
Is present to give suggestions for play, but does not dominate			
Teaches manners by her example rather than by correcting children before the group			
Thanks children when they are considerate or helpful			
Does not promote competition and rivalry by comparing children or their work			

LANGUAGE AND LITERATURE

Reads books every day to children			
Visits library regularly to select books appropriate to the children's interests and ages			
Keeps temptation of perishable library books away from children who cannot handle them carefully			
Helps children compose thank-you's for special events (to volunteers or parents)			
Speaks clearly and in complete sentences to children			
Saves magazine pictures of simple science objects, families, machines, animals, etc., for children to identify and discuss			

ART

Includes a variety of sensory activities every day			
Allows freedom of expression with few adult-directed art activities			
Has a collection of "beautiful junk" for pasting			
Has a collection of pictures she displays at the child's eye level in the home			

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Provides every week a variety of art activities including clay, play dough, pasting, painting, cutting			
Seeks out sources of free materials such as newsprint ends			
Knows how to prepare for messy activities so there is a minimum of clean-up (e.g., near sink or outside faucet, rags within reach, smocks worn)			
MUSIC			
Uses music to help children relax			
Uses music to encourage children's natural movements, such as dancing and jumping			
Uses music (singing or records) to accompany children's spontaneous activities on jumping board, seesaw, etc.			
Provides a variety of listening and rhythm activities with records or radio			
Knows a variety of songs and finger plays which she uses with children			
LARGE MUSCLE PLAY			
Includes active play each day either indoors with exercises and games or outdoors, weather permitting			
Introduces equipment and arrangements to encourate large muscle play			
Enjoys supervising "noisy" large muscle activities			
Encourages children to gain specific skills such as how to hold on to the chain on a swing or how far to stay clear of a glider			
Is alert to include children in interesting happenings in neighborhood (like watching mailman or milkman and peeking in his truck, garbage collection, tree removal, or lawn mowing)			
Takes walks around the block to listen and look or to nearby places of interest such as a fire station, library, gas station, playground			

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SCIENCE			
Has a collection of materials like rocks, flowers, magnets and fabrics for sharing and talking times			
Has science objects such as shells or bird nests or plants in a special area for children to handle on their own			
Saves mechanical repair work for children to watch, like oiling trikes or tightening a wagon screw			
Has living plants and animals in room and lets children help care for them			
Helps children gain awareness of environment during outdoor play (looking at bugs, finding leaves, pausing to hear an airplane)			
OTHER PROGRAM ACTIVITIES			
Provides experience in sand, mud, or cornmeal, etc., at least once a week and provides containers for pouring and digging			
Provides water play experiences either inside or outside once a week with a variety of materials including containers, funnels, soap bubbles and straws, doll clothes, dolls, plastic dishes			
Provides accessories for the blocks: boxes, plastic containers, toy people, animals, vehicles, etc.			
Has on hand a variety of materials to add to dramatic play: Hoses, hats, ties, grocery boxes, high-heeled shoes, purses, keys, food boxes			
Prepares children for special trips and afterwards discusses what they saw			
Is aware and allows children to watch TV shows of high quality, such			
Uses television sparingly, preferably only at arrival, when mother is preparing own family for school, and during lunch preparation time			